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ABSTRACT

An outline for a course in developing speed and accuracy in transcribing dictation from machine to typewriter is presented. The instructional objectives are: (1) to improve language arts skills and proofreading competencies; (2) to acquire occupational abilities; and (3) to develop an awareness of word processing career opportunities and an understanding of the value and importance of machine transcription in business today. The course is organized into two units with student performance objectives listed for each. The first unit covers grammar, punctuation, spelling, and proofreading; the second covers machine transcription. A list of suggested instructor and student materials, an explanation of the student evaluation system, sample test questions, and a short bibliography are included. (JW)

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Stark Technical College

MACHINE TRANSCRIPTION

JC830808

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MACHINE TRANSCRIPTION

A developed course encompassing the competencies identified in the administrative area of Secretarial Science Technology task analysis.

Submitted

to

Stark Technical College

Staff and Development Office

by

Shirley B. Rubinstein

Spring 1983

SECTION I

COURSE DESIGN

MACHINE TRANSCRIPTION

COURSE TITLE: MACHINE TRANSCRIPTION

COURSE NUMBER: 5005 - 1 - 244

COURSE CREDITS:	CLASS HOURS:	LAB HOURS:
3	5	2

COURSE PREREQUISITES:

The student should have completed at least two years of typing, accurately type at a minimum rate of 45 GWAM, and be competent in spelling, punctuation, grammar, and proofreading.

COURSE DESCRIPTION:

Development of techniques for acquiring speed and accuracy in transcribing dictation from machine to typewriter.

COURSE RATIONALE:

Machine Transcription is a requirement for all students in the Secretarial Science field. The proficiency of the transcribing machine is an entry level requirement for many office jobs. The use of excellent punctuation, grammar, and proofreading skills is needed to its effective use. It can be used as a tool as a means for the secretary to transcribe letters, memorandums, reports, speeches, minutes of meetings, itineraries, programs, etc.

GENERAL LEVEL OBJECTIVES

Upon completion of the course in Machine Transcription, the student will be able to:

1. Improve language arts and proofreading competencies.
2. Acquire occupational ability through effective listening to transcribed messages from tapes using the correct form.
3. Develop an awareness of word processing career opportunities and understand the value and importance of machine transcription in business today.

COURSE ORGANIZATION

Although this course emphasizes the developing of a proficiency on the transcribing machine, a solid foundation of grammar, punctuation, and proofreading skills are necessary before this development can ever begin. Therefore, approximately the first four weeks of the quarter (Unit I) are spent reviewing these skills with a proofreading and language arts test to follow.

The remainder of the quarter (Unit II) is spent listening to and typing the messages required for the course. Three tests, which include sections in both language arts and transcription are given.

A typical ten-week calendar is shown which lists the order or presentation for each skill reviewed and the breakdown of the jobs to be handed in for grading. Also shown is the first-day handout sheet for the student.

* Please note that all machine transcription courses (both day and night) should coordinate to ensure continuity of content and the same evaluation standards.

COURSE OUTLINE

UNIT I - Language Arts and Proofreading

A. Grammar

B. Punctuation

C. Capitalization

D. Abbreviations/Symbols

E. Word Division/Hyphenization

F. Numbers

TEST 1 - Language Arts

UNIT II - Machine Transcription

A. Job 1 - Introduction and Practice

B. Job 3 - Automobile Dealer

C. Job 4 - Fashion Salon

TEST 2 - Language Arts and Transcription

D. Job 6 - Credit Department

E. Job 9 - Television Station

F. Job 10- State Legislature

TEST 3 - Language Arts and Transcription

G. Job 12- Airline Service

H. Job 17- Legal Office

I. Job 18- Law Enforcement

J. Job 19- Manufacturing Company

K. Job 20- Medical Office

TEST 4 - Language Arts and Transcription

COMPREHENSIVE FINAL EXAM

MARCH	28 ORIENTATION	29 Begin Unit 2 GRAMMAR (203-213)	30 (221-231) Unit 2 Review Sheets	31 Begin Unit 3 PUNCTUATION (301-308)	1 NO SCHOOL
APRIL	4 (309-328)	5 (329-348)	6 (349-368)	7 Unit 3 Review Sheets	8 Begin Unit 4 CAPITALIZATION (401-409)
	11 (410-420) Unit 4 Review Sheets	12 Begin Unit 5 (501-513) ABBREV /SYMB. & Review Sheets	13 Begin Unit 6 ((601-611) WORD DIV./HYPH. & Review Sheets	14 Begin Unit 7 NUMBERS (701-710)	15 (711-732) Unit 7 Review Sheets
	18 PROOFREADING	19 PROOFREADING	20 PROOFREADING	21 TEST 1 Language Arts	22 Intro. to Dict. Practice Job 1:1, 2
	25 Begin Job 1 3, 4 SALES DEPT.	26 5, 6 Hand in Job 1	27 Begin Job 2 1, 2 INSURANCE CO.	28 3, 4	29 5. 6 Hand in Job 2
MAY	2 Begin Job 4 1, 2, 3 FASHION SALON	3 4, 5	4 6, 7 Hand in Job 4	5 TEST 2 Language Arts and M.T.	6 Begin Job 6 1, 2, 3 CREDIT DEPT.
	9 4, 5, 6 Hand in Job 6	10 Begin Job 11 1, 2 INTERIOR DES.	11 3, 4 OMIT 5 & 6	12 7 Hand in Job 11	13 Begin Job 12 1, 2 TRAVEL SERV.
	16 3, 4 Hand in Job 12	17 Begin Job 13 1, 2 REAL ESTATE	18 Begin Job 14 1 OMIT 2 & 3 GROCERY BROKER	19 4, 5 Hand in Jobs 13 & 14	20 TEST 3 Language Arts and M.T.
	23 Begin Job 15 1, 2, 3 OMIT 4 ENTERTAINMENT AGENCY	24 5, 6 Hand in Job 15	25 Begin Job 17 1 and 3 LAW FIRM	26 Begin Job 18 1 and 3 POLICE DEPT.	27 Begin Job 19 1, 2, 3 MFG. CO. Hand in Jobs 17, 18, & 19
JUNE	30 NO SCHOOL	31 Begin Job 20 1, 2 MEDICAL OFFICE	1 3, 4, 5 Hand in Job 20	2 TEST 4 Language Arts and M.T.	3 MAKE-UP DAY

EXAMS: Week of June, 14

COURSE RESOURCES:

Instructor Materials

Text - REFERENCE MANUAL FOR OFFICE PERSONNEL by House & Sigler

Instructor's Manual for Study Guides for REFERENCE MANUAL

Tapes for MACHINE TRANSCRIPTION WORD PROCESSING by William R. Pasewark

Key to above tapes

Instructor's Manual for PROOFREADING by Sharon Preston

Dictionary

Other machine transcription tapes

Current magazine and newspaper articles on Machine Transcription

Other textbooks and professional business education periodicals and office administrative trade magazines on Proofreading, Language Skills, and Machine Transcription

Student Materials

Text - REFERENCE MANUAL FOR OFFICE PERSONNEL

Use of MACHINE TRANSCRIPTION WORD PROCESSING tapes

PROOFREADING by Sharon Preston

Dictionary

Manila folder used to hand in completed jobs

Resource People

Shirley B. Rubinstein	-	Instructor
Ruth E. Lawrence	-	Instructor
Jan Pattison	-	Instructor
Jean Clarkson	-	Instructor
Betty Jean Morford	-	Department Head Secretarial Science Technology Stark Technical College

EVALUATION SYSTEM

During the first four weeks of the quarter when emphasis is on the review of language arts, short quizzes (surprise or otherwise) should be given. These quizzes may be only 5 or 10 points each but can be used as a check to recognize if the student has studied the assignment or understood what was previously reviewed. The quizzes can be either dictated or typed; however, dictating the sentences can help to prepare the students to begin to listen and to get accustomed to the dictation that is to come in Unit II. The lowest quiz grade could be dropped, then averaged and converted to a percentage grade, and weighted approximately 10 percent of the grade.

Following the completion of Unit I as shown on the course calendar, the first major evaluation should be given. A suggestion for this test might be 20 typewritten sentences filled with many different kinds of punctuation, spelling and grammatical errors. There could be 100 errors on this one test, and it is up to the student to find as many as he/she can.

The student should be able to use a dictionary and even the suggested reference manual for this test. Unfortunately, if the student has to look up "every-other rule," then obviously, he/she really does not know the rules as expected. The reference manual, therefore, should only be used as a "crutch" and only sparingly if the student is really prepared for this test.

A few correct sentences could be included with the other sentences. However, if a sentence is already correct and a student types it with one or more errors in it, a point for each error made is deducted. Also, if a sentence is typed and the student catches all the errors but misspells another word (typographical error), a point is also deducted. In this way, all the skills in this unit have been realized on this test--grammatical, spelling, punctuation, and proofreading skills alike.

This test is very tedious to grade, and, at times, a student may have a different method of punctuating a sentence; however, discretionary judgment by the instructor may be applied.

Three other tests (Tests 2, 3, and 4) as shown on the calendar, are recommended in Unit II. All three of these tests should include two sections--one on language arts representative of Unit I (similar to Test 1) and a section of machine transcription. It is recommended that the first half of the period be spent transcribing the message(s) assigned. The student is asked to submit the transcription before beginning the language arts part of the test. At this time the instructor notes the length of time it takes for each student to submit his/her transcription. This timing does not help or hinder the student's grade, but it does give both the instuctor and the student an idea of the student's progress in future tests and on the final exam. The message is worth a total of

25 points with a minus 10 off for every misspelled word or typographical error and a minus 5 off for a neatness or form error.

The required final examination is similar to the tests already taken by the students. Twenty-five different sentences with approximately 100 errors (similar to Test 1) and three messages (each worth 33 points) for a total of 200 points may be given. Again, the points are converted to a percentage grade to make it easier for the instructor to average grades at the end of the quarter. A breakdown of the grading follows:

10%	Quizzes
30%	Four tests
30%	Machine transcription jobs (the average of 20 graded messages)
30%	Required Examination

A	90 - 100%
B	80 - 89 %
C	70 - 79 %
D	60 - 69 %

SECTION II

INSTRUCTIONAL DESIGN

MACHINE TRANSCRIPTION

UNIT I - LANGUAGE ARTS, SPELLING AND PROOFREADING

UNIT I OBJECTIVE

To review and improve on the competencies necessary in basic language and proofreading skills so that Unit II can be more readily realized.

PERFORMANCE OBJECTIVES

Upon completion of this unit, the student will:

1. Become more familiar with the correct rules of language usage.
   a. Recognize the correct usage of subject and verb agreement
   b. Recognize the correct usage of words that sound alike but have different meanings
   c. Recognize the correct spelling of words that sound alike but have different spellings
2. Be able to distinguish between the different parts of speech.
3. Be able to distinguish between complete sentences or sentence fragments and run-on sentences.
4. Be able to distinguish between parallel and unparallel construction in sentences.
5. Be able to recognize whether words should or should not be capitalized.
6. Be able to recognize familiar abbreviations and symbols and know how to type them correctly.

7. Become more familiar with the rules of correct punctuation usage which includes the following:
   a. the ampersand (&)
   b. the apostrophe
      (1) possessives
      (2) other uses
   c. the asterisk (*)
   d. the colon
   e. the comma
   f. the dash (--)
   g. the diagonal (/)
   h. ellipsis (. . .)
   i. the exclamation mark
   j. the hyphen
   k. parentheses
   l. the period
   m. the question mark
   n. quotation marks
   o. the semicolon
   p. underscore or italics
8. Be able to recognize if and when a word can be hyphenated.
9. Be able to recognize whether a number should be typed as words or in figures.
10. Become more familiar with improving proofreading skills by recognizing obvious spelling and/or typographical errors.

11. Be able to recognize errors in the proper format of common letters, memorandums, and reports.
12. Be able to make a decision or judgment without help of instructor.

UNIT I ORGANIZATION

After a brief orientation, Unit I begins with a handout that explains to the student why an intense study of grammar and punctuation is needed before the actual transcribing begins. A discussion follows.

For the next four weeks, the students are to study and be prepared to discuss the rules assigned for that day's work. All rules with which the students are having difficulty should be explained more fully, and examples should be given and written on the chalkboard.

Also during this unit listening exercises are recommended. These exercises make the student aware of how much or little he/she really listens to what is being dictated. If there is time, at least one or two of these exercises should be given every day after the lesson's work has been completed. In time, the student trains himself/herself to retain more words so that eventually when he/she transcribes from the machine, a more constant rhythm of typing will take place.

Probably the worst error a typist or transcriptionist can commit is fail to catch spelling or typographical errors; therefore many, many proofreading exercises are given at this time to help train the students' eyes.

As stated earlier, short quizzes are recommended during this unit to begin to evaluate each student's progress.

UNIT I - OUTLINE

A. Grammar

B. Punctuation

C. Capitalization

D. Abbreviations and Symbols

E. Word Division and Hyphenization

F. Proofreading

G. Listening

* Class activities consist of going over rules and completing many, many reviews and exercises for each of the above areas.

A Sampling of

Unit I Handouts

First-day Handout

MACHINE TRANSCRIPTION (5005-1-244)

3 Credit Hours
5 Class Hours

REQUIRED COURSE MATERIALS:

Reference Manual for Office Personnel by House & Sigler
Study Guides for Reference Manual by House & Sigler
Proofreading by Sharon Preston - Student Handbook
Dictionary

The first four weeks of the quarter will be spent reviewing grammar, punctuation, and proofreading. The student is responsible for each unit as shown on the calendar for the day's review. Short quizzes during this review may come at any time.

There are a total of approximately 50 messages (jobs) to be completed as shown on the calendar and submitted in a manila folder. Two messages from each "hand-in" will be spot-checked for a grade.

5 points = Mailable or perfect

3 points = Acceptable, but not mailable with either form, poor corrections, or poorly divided word errors.

0 points - Unmailable with either spelling, punctuation, typographical, or missing word(s) errors

Redos may be retyped ONCE on a 0 grade for a maxinum of 3 points only if the redo is perfect. Both the original and the redo must be stapled together and submitted.

Each message not completed at the end of the quarter will result in a -3 subtracted from the student's total points.

GRADING SCALE: 10% = Quizzes
30% = Messages (Jobs)
30% = Tests
30% = Required Comprehensive Final Exam

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UNIT II - MACHINE TRANSCRIPTION

UNIT II OBJECTIVES

To develop competency in machine transcription by integrating the language art's skills reviewed in Unit II.

PERFORMANCE OBJECTIVES

Upon completion of this unit, the student will:

1. Be familiar with the different kinds of dictation machines that are available for use.
2. Learn how dictation machines work.
3. Learn about the job and responsibilities of a transcriptionist.
4. Learn what basic typing skills a transcriptionist must have or strengthen.
5. Be able to listen effectively and type a message by using the dictator's instructions.
6. Be able to combine the knowledge received in Unit I by identifying errors in typing, spelling, word division, format, capitalization, expression of numbers, punctuation, grammatical construction, and word usage.
7. Proofread effectively.
8. Neatly correct errors or redo a job if necessary.
9. Keep the typewriter in constant motion while transcribing.
10. Transcribe mailable copy on the first draft.
11. Construct proper sentences that make sense.

UNIT II ORGANIZATION

During the last six weeks of the quarter, the classroom becomes a typical office situation. The first few days of this unit should be used to introduce the students to the machine. A demonstration by the instructor is most helpful as would be a guest speaker from a local machine transcription company.

The student now follows the calendar and notes when each cassette with the proper jobs is to be completed and submitted for grading in their personal folders. The jobs in the early cassettes are rather simple and short with the dictator dictating all punctuation, caps, and enclosures. As the lessons proceed, less and less of these instructions are given--unless the punctuation or spelling is unusual. The instructor should preview all material from each cassette before it is assigned so that special notes of these instructions can be noted in the instructor's manual for grading purposes.

The jobs selected to transcribe should cover a variety of business situations as shown on the course calendar.

When the jobs are due, all messages completed are placed in the students' personal folders and submitted. Every completed message is checked off on the checklist, which is stapled to the front inside cover of the folder. Only two of the messages are spot-graded, and points received are listed on the checklist and in the instructor's gradebook. Periodically, the two grading lists are compared for correctness. The first-day handout explains the method used for grading the jobs.

UNIT II - OUTLINE - On-the-job machine transcription in the following areas:

A. Sales Department

B. Insurance Department

C. Fashion Salon

D. Credit Department

E. Interior Design

F. Travel Service

G. Real Estate

H. Grocery Broker

I. Entertainment Agency

J. Law Firm

K. Police Department

L. Medical Office

NAME _____ NO. ____

MACHINE TRANSCRIPTION CHECKLIST

Job 1 - SALES DEPT.
- Message 3 -
- 4 -
- 5 -
- * 6 -

Job 2 - INSURANCE CO.
- Message 1 -
- 2
- 3 -
- 4 -
- 5 -
- * 6 -

Job 4 - FASHION SALON
- Message 1 -
- 2 -
- 3 -
- 4 -
- 5 -
- 6 -
- * 7 -

Job 6 - CREDIT DEPT.
- Message 1 -
- 2 -
- 3 -
- 4 -
- 5 -
- * 6 -

Job 11- INTERIOR DESIGN
- Message 1 -
- 2 -
- 3 -
- 4 -
- * 7 -

Job 12 - TRAVEL SERVICE
- Message 1 -
- 2 -
- 3 -
- * 4 -

Job 13 - REAL ESTATE
- Message 1 -
- 2 -

Job 14 - GROCERY BROKER
- Message 1 -
- 4 -
- * 5 -

Job 15 - ENTERTAINMENT AGENCY
- Message 1 -
- 2 -
- 3 -
- 5 -
- * 6 -

Job 17 - LAW FIRM
- Message 1 -
- 3 -

Job 18 - POLICE DEPT.
- Message 1 -
- 3 -

Job 19 - MFG. CO.
- Message 1 -
- 2 -
- * 3 -

Job 20 - MEDICAL OFFICE
- Message 1 -
- 2 -
- 3 -
- 4 -
- * 5 -

* Hand-in day

Sample Quiz and Test Questions

GRAMMAR
SAMPLE QUIZ QUESTIONS

(Dictated)

1. Since you last bought merchandise from us, almost a year has passed.
2. May I hear from you be return mail.
3. We certainly hope you're enjoying the new typewriter.
4. The President of the U.S. has his office in the Capitol.
5. The heat affected our appetites.
6. He was formally accepted as member of the club.
7. She was formerly the Ambassador to Britain.
8. Every one of them had a choice.
9. Will everyone be coming to dinner?
10. From that day forth, she was never the same.

(Written on Board)

Type sentences using the following words:

1. All ( ) is
2. Some ( ) are
3. Mary and me
4. badly
5. bad
6. effect
7. lose
8. loose
9. maybe
10. may be

PUNCTUATION
SAMPLE QUIZ QUESTIONS
(Dictated)

Type these sentences correctly using quotation marks with other punctuation.

1. See "What Makes Sammy Run?"!
2. You MUST see "As You Like It"!
3. Did the driver shout "I will"?
4. Did you see "What Makes Sammy Run?"
5. Did you see "As You Like it"?
6. The driver shouted "I will!"
7. We saw "What Makes Sammy Run?"
8. We saw "As You Like It."
9. The lastest report, "The Cost of Government Spending," is revealing.
10. The author said, "My new chapter is called 'Space.' "

CAPITALIZATION
SAMPLE QUIZ QUESTIONS
(Dictated)

1. Do you like french fries with your hamburgers?
2. We ask the Lord for his blessing.
3. I was born and raised in the Middle West.
4. Come north on I-95 and then west on Junction Road.
5. Georgiana ordered a new Zenith television set.
6. Mary loves to use Heinz Catsup on scrambled eggs.
7. The Ambassador from Liberia called for a vote.
8. Are you taking Algebra 123 next year?
9. My favorite subjects are French, English, and math.
10. Mr. Jones belonged to the Communist Party during the Great Depression.

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SAMPLE TEST QUESTIONS
(Language Arts)

1. Learning transcription and understanding dictation (calls, call) for careful study.
2. Neither of the secretaries (approves, approve) the idea.
3. Either the table or chairs in the office (was, were) creaking.
4. The (assistance, assistants) of the supervisor has been beneficial.
5. Her duties were (greeting guests and sometimes to type letters, greeting guests and typing letters, to greet guests and typing letters).
6. Several of typewriters (has, have) been broken recently.
7. Which is the correct plural? (lifes, lives)
8. Some of her privileges (carry, carries) a definite responsibility.
9. Some of the cookie (was, were) eaten by the boys that day.
10. Politics (is, are) prevalent in this business.
11. The documents in the file (shows, show) the exact procedure.
12. Not one of my assistants (was, were) able to help me.
13. Which is the correct plural? (species', species)
14. The (decent, descent, dissent) in our meeting caused problems.
15. The manager has (all ready, already) gone.

SAMPLE TEST SENTENCES

DIRECTIONS: Double-space and type each sentence correctly. Look for SPELLING, PUNCTUATION, and LANGUAGE errors. To get credit for the sentence, your typed sentence must be without errors. If the sentence is correct already, type CORRECT.

1. She should follow her childrens doctors advise, as the early training of a child effects the childs' charactar.
2. Linda past the sociology 102 course, then she decided to take a biology class at two thirly p. m. in the afternoon.
3. The Smith's red lincoln convertable is as familar to residence of Main street as there nextdoor neighbors' black ford coup.
4. Everyone on both teams respect the coach in anyway they possible can.
5. Either my Father or my brothers plans to attend the fourth-coming 5oth anniversary meeting in Columbus, OH.
6. Our attornies both selfmade men represent 1/12 of the plaintives at yesterdays court hearings.
7. My speach II teacher Mr. Kranston has one goal this summer, to see the play "What Makes Sammy Run".
8. "What time should we go, asked Mrs. Xides, " to O'Neil's back to school sell"?
9. When your in the vicinity of your doctors would you please stop in and get a X-Ray?
10. The Canton Repository reported that the Star Spangled Banner was sung by Ken Berry a famous broadway star at last years' super bowl.
11. Mr. Harry Booth, is offering $70 thousand for your property, however, most property in that area is selling for only $65,000.00.
12. The set of books that you have all ready ordered were sent out approximately 2 month's ago.
13. We know it is most presumptuous of our company, but we have a feeling you have inadvertently not sent us any recent orders; may we hear from you soon.

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